

# NATIONAL GEOGRAPHIC Young Explorer!

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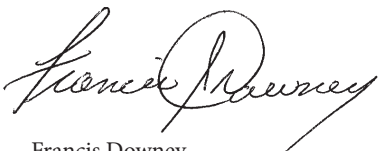
## Dear Educator:

The school year is well under way now. In many areas of the country, leaves are starting to change color, and animals are getting ready for winter. Fall is here. This month, we celebrate fall with three stories.

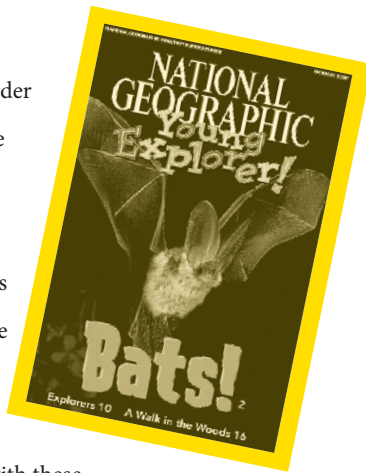
Our first article is about bats. Students will fly with these nocturnal mammals to learn about some of the foods they eat. Next, students take "A Walk in the Woods" to meet some of the plants and animals in a fall forest. Finally, we celebrate Columbus Day with a short story about four explorers—Christopher Columbus, Lewis and Clark, and Neil Armstrong. Each of these amazing explorers changed the world.

Here is a little-known fact about one of these explorers: Neil Armstrong carried a small National Geographic flag with him when he traveled to the moon. The Society has always supported exploration. To date, we have given explorers more than 8,000 grants. Perhaps one of our future explorers is sitting in your classroom!

Sincerely yours,



Francis Downey  
Vice President and Publisher



## In This Issue

### BATS

#### Curriculum Connections

Reading • Science

#### Standards Correlations: Language Arts

- Phonemic awareness
- Multiple-meaning words
- Simple sentences
- Vocabulary development through reading

#### Standards Correlations: Science

- Animal groups • Plants • Classifying

#### Standards Correlation: Social Studies

- World Cultures

#### Literacy Skills

- Phonics: b, f, m, z sounds; fl, sl th blends
- Nonfiction text feature: labels
- Describing words

## Answer Key

### Bats • page 4

1. bat, 2. flat, 3. cat, 4. hat, 5. sat, 6. mat

### Bat Lives • page 5

1. fly, 2. day, 3. caves, 4. nectar, 5. fruit

### Dot to Dot • page 6

The picture shows a leaf.

### Sail Away • page 7

1. Columbus—ship, 2. Lewis and Clark—canoe, 3. Armstrong—spaceship

### Bats and Cats • page 8

Answers will vary.

## Next Issue

Sept. Oct. **Nov./Dec.** Jan./Feb. Mar. Apr. May

**Stories:** Penguins, Colds

**Skills:** Visualize, Preview and Predict, Make Inferences, Compare and Contrast

# Bats

**Sight Words:** *a, and, are, at, can, for, have, in, look, most, some, the, they, what*

**High-Frequency Words:** *bats, fly*

**Content Words:** *caves, day, food, fruit, nectar, night, trees*

Week 1 PP. 2–7

## Bats I

### Vocabulary

- Write the word *bat* on the board and ask: What smaller word do you see in the word *bat*? Can you think of other words that contain the word *at*? Ask students what kind of animal a bat is. Explain that a bat is not a kind of bird.

### Before Reading

- Preview the opening spread of the story. Ask: What is the story about? What do you learn about bats from looking at the pictures? Tap students' prior knowledge by asking them what they know about bats. You might prompt this discussion by asking kids if they have ever seen a bat. Then ask what the bats they saw were doing.

### Read and Discuss

- Tell children to read pages 2-3. Then read the pages together. Ask: Why do bats sleep during the day? Have pupils predict what bats do at night.
- As you read pages 4-5, point out that bats live in dark places. Then ask what two specific places are mentioned in the story. Ask students if they can think of other places bats might live.
- As you read pages 6-7, point out some of the things that bats eat. Ask what other foods bats eat.

Week 2 PP. 8–9

## Bats II

### Vocabulary

- Discuss what body parts are. You might give them an example or two to illustrate what body parts are.

### Before Reading

- Ask students to point out some of the parts of their bodies. Make a list of the words they use.

### Read and Discuss

- Have students turn to pages 8-9 of the October issue of NATIONAL GEOGRAPHIC YOUNG EXPLORER. Ask them which body parts are labeled on the photo. After students have listed the labeled body parts, ask them what other body parts they see in the photo.
- Direct students' attention to the list of body parts they identified. Ask them to compare the list of parts in humans to that of bats. You might draw a Venn diagram to compare humans and bats.
- Show students pictures of other kinds of animals. Ask them to identify the different body parts on each animal.

## Reinforcing Decoding Skills: A Walk in the Woods

**Initial consonants:** c, f, l, m, s, w

**Initial vowels:** a, i, o, y

**Initial consonant blends:** cr, dr, gr, pl, sp, th

### Week 3 PP. 10-15

## Explorers

### Vocabulary

- Write the word *explorers* on the board. Tell students that explorers discover new places. Ask students if they can think of any explorers. Then ask them what each explorer discovered.

### Before Reading

- Show students maps of the United States and the moon. Tell students these are the places the explorers in this article explored.

### Read and Discuss

- Read together pages 10-11. Then tell students that Columbus and his crew sailed on three ships similar to the one in the photo.
- After reading pages 12-13, have students describe the geographic features mentioned on the spread. Ask them to explain why crossing a river might have been dangerous.
- After reading pages 14-15, ask students why astronauts had to wear space suits on the moon. Have them explain some of the differences between Earth and its moon.
- Ask students to describe what they would like to explore. Have them draw a picture of what they would like to discover.

### Week 4 PP. 16-21

## A Walk in the Woods

### Vocabulary

- Have children read aloud the title of the article, "A Walk in the Woods." Ask students what the woods are. Write the word *woods* on the board. You might show some photos of woods to help students develop a definition of the word. You might also tell students that *forest* is another word for *woods*.

### Before Reading

- Ask students if they have ever taken a walk in the woods. Ask them what they saw in the woods. You might list the different things that students saw.
- Tell students that it is fall. Ask them what season they walked in the woods. Then ask them how the woods might change from season to season.

### Read and Discuss

- Have children talk about the photo on pages 16-17. Ask: What animal do you see in the photo? What season is it? How do you know?
- After students read pages 18-19, ask them where they would look to find each of the plants and animals.
- After children read pages 20-21, ask them what kind of animal is on the bottom of page 20. Ask students how this animal changes.

Name: \_\_\_\_\_

## At Bat

Write **at** in each blank to make a new word.

1. b  a   t

2. fl \_\_\_\_\_

3. c \_\_\_\_\_

4. h \_\_\_\_\_

5. s \_\_\_\_\_

6. m \_\_\_\_\_

Name: \_\_\_\_\_

## Bat Lives

Read the bat story. Then write the word that completes each sentence.

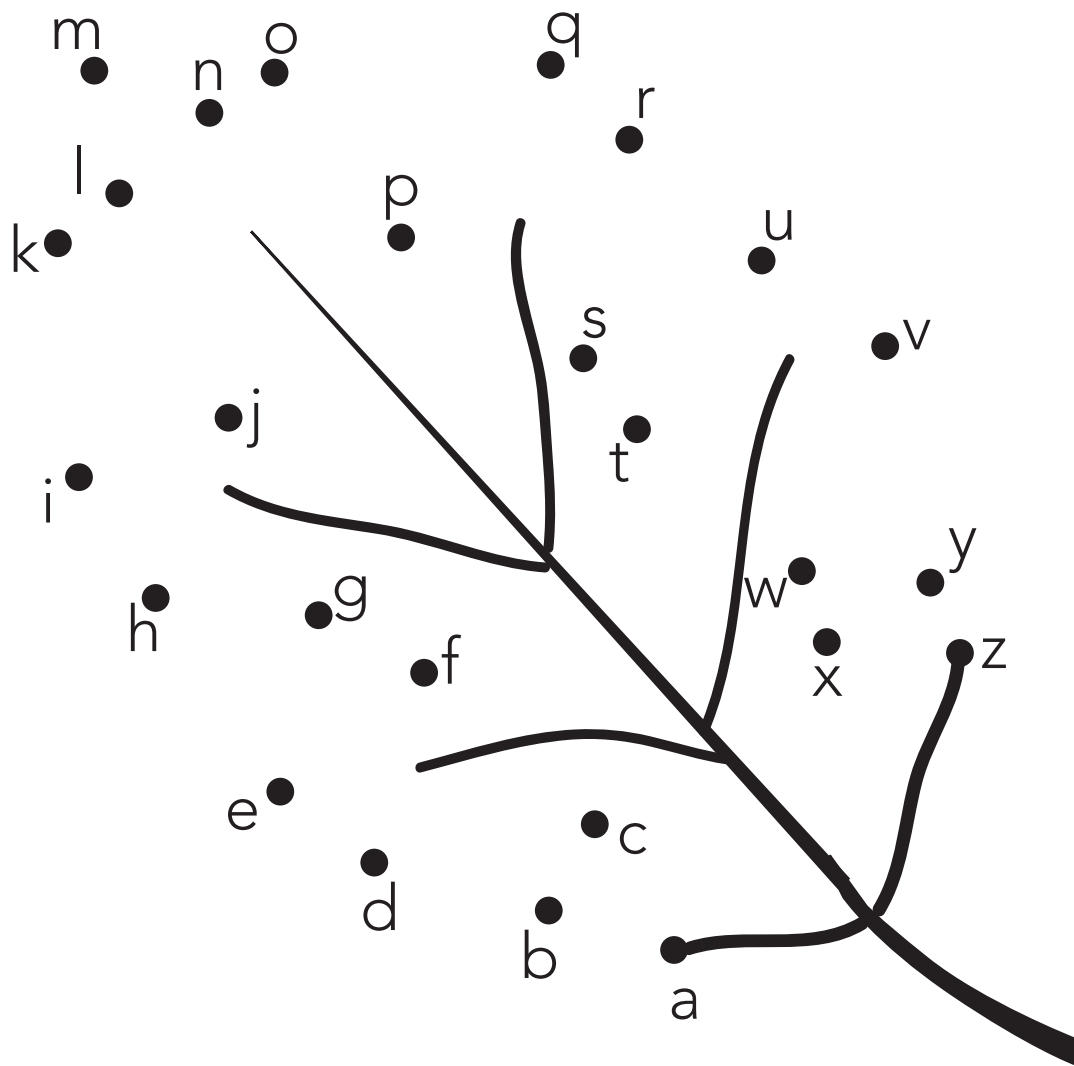
fruit	caves	day
fly	nectar	

1. Bats \_\_\_\_\_.
2. Bats sleep during the \_\_\_\_\_.
3. Some bats live in \_\_\_\_\_.
4. Some bats drink \_\_\_\_\_.
5. Some bats eat \_\_\_\_\_.

Name: \_\_\_\_\_

# Dot to Dot

Connect the dots to draw a picture of something you might see in the woods.



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Name: \_\_\_\_\_

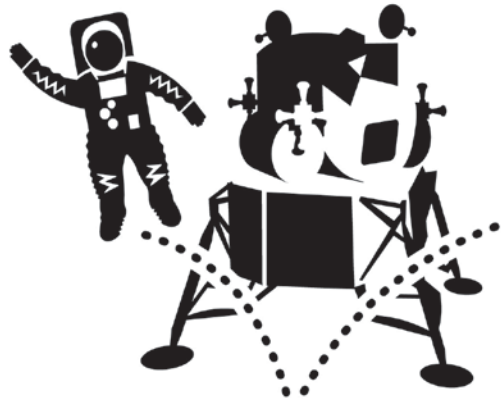
# Sail Away

Match the explorers to the ships they used.

Christopher Columbus



Lewis and Clark



Neil Armstrong



Name: \_\_\_\_\_

# Bats and Cats

Use the circles to draw the body parts each animal has.

Draw the parts both animals have where the circles overlap.



**Bat**



**Cat**

**Both**

